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ABSTRACT

This document is a detailed outline of how to develop long- and short-range plans to fulfill a university mission with the aid of student outcome measures. Step 1 is to define university philosophy and mission so that plans are in accord with it. Step 2 is to analyze internal and external environments in order to be better prepared to respond to change and able to synthesize internal and external environments, where possible, with the university mission. Step 3 is to identify input and output goals and objectives. Step 4 is to articulate hopes and dreams for the future so that planners can operate enthusiastically and successfully. Step 5 is to formulate policy as modification of existing university policies may be necessary after the analysis of environments and formulation of goals. The final step, Step 6, is to evaluate the plan including developing procedures for periodical evaluation, monitoring efficiency, evaluating effectiveness, assessing progress toward goals, examining unplanned and undesirable effects, and estimating impacts of action taken versus uncontrollable external forces. (JB)

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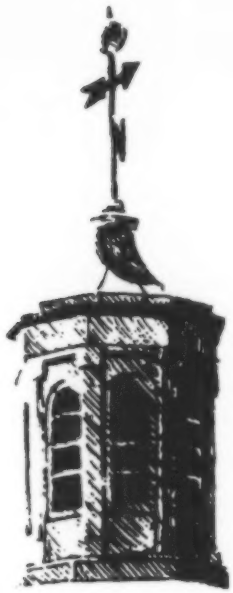
ED 364 167

Planning: Using Student Outcome Measures to Plan for the Future



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July 1987

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PLANNING:

USING STUDENT OUTCOME MEASURES TO PLAN FOR THE FUTURE

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July 1987

PLANNING

I. DEFINE UNIVERSITY PHILOSOPHY AND MISSION

II. ANALYZE ENVIRONMENTS

A. Evaluate external influences
   1. Economic
   2. Technological
   3. Political/Legal
   4. Demographic
   5. Competitive
   6. Social attitudinal

B. Evaluate internal environment
   1. Internal resources
      a. Students
      b. Faculty
      c. Curriculum
      d. Academic support
      e. Research
      f. Capital support
      g. Financial resources
   2. Internal strengths and weaknesses

C. Synthesize internal and external environments with university mission

III. IDENTIFY GOALS AND OBJECTIVES

A. Define university input goals
   1. Incoming students
   2. Faculty
   3. Curriculum
   4. Academic support
   5. Research
   6. Capital support
   7. Financial resources

B. Define university outcomes goals
   1. Enrolled students
   2. Graduating students
   3. Alumni

C. Specify objectives required to reach university goals

IV. ARTICULATE HOPES AND DREAMS FOR THE FUTURE

V. FORMULATE POLICY

A. Modify existing policies

B. Delete some existing policies

C. Retain some existing policies

D. Add new policies

VI. EVALUATE THE PLAN

A. Develop procedures for periodical evaluation

B. Monitor efficiency (i.e., costs and benefits)

C. Evaluate effectiveness (i.e., outputs)

D. Assess progress towards goals and objectives

E. Examine unplanned and undesirable effects

F. Estimate impact of action taken versus uncontrollable external forces

PLANNING

I. DEFINE UNIVERSITY PHILOSOPHY AND MISSION

An institutional mission is the foundation from which the respective university directs its programs and services. The mission must be flexible enough to permit change, but stable enough to provide direction for change. A changing environment will cause the university to make assessments and define new ways of better fulfilling its mission.

The short- and long-range planning decisions of an institution must have as its primary objective the accomplishment and effective achievement of the institution's own appropriate mission and purpose.

The institutional mission must be comprehensive in nature to enable the university to have a well-defined direction. Therefore, the university mission statement should cover the following areas:

Type	-comprehensive -liberal arts -technical	Funding type	-private -public -mix
Level	-graduate -4-year -2-year	Teaching style	-traditional -eclective -mixed percent -small classes
Quality	-selective -open		-large classes -mixed percent
Service area	-state -regional -national	Research	-scholarly -forefront (pure) -limited

II. ANALYZE ENVIRONMENTS

The external and internal environments have a great impact on not only the everyday operations of a university, but on the outcomes achieved by that university. Many parts of each environment are uncontrollable and can seriously damage an unprepared university. A close study of each environment to determine how it will change can ensure that the university is prepared to deal with those changes. By anticipating the changes, an offensive stance can be taken and the university can create its own future. Ignoring the environments will force the university into a defensive position, in which the university can only react and maintain its present condition.

An analysis that is conducted using faulty assumptions can also be devastating because the university may expect something that will not happen while ignoring an important change. Since an analysis of the university's environments can deal only in probabilities, it is important that the study is based on accurate assumptions, observations, and records.

II. ANALYZE ENVIRONMENTS

A. Evaluate External Influences

The following uncontrollable external influences will affect the university in the future and their importance should be assessed.

1) Economic
2) Technological
3) Political/Legal
4) Demographic
5) Competitive
6) Social attitudinal

If there are other forces unique to your location or situation, they should be considered also.

At times some of the influences listed above will seem irrelevant while at other times very important. All should be studied closely to determine what, if anything, will likely change within the planning period. A business must know its market before beginning manufacturing, a university must know the market for its education.

Will these external influences affect your mission, goals, or objectives? Will you be able to attract students for the type of education you wish to offer? Studying the external environment is only the first step in answering such questions.

II. ANALYZE ENVIRONMENTS

B. Evaluate Internal Environment - Internal Resources

It is crucial that the university recognize the limitations of its internal resources to avoid setting goals that are improbable or impossible. Can the university provide a quality education to the number of students the university wishes to with its current facilities and funds? Will you be able to provide the type of education you wish to offer? An analysis of internal resources should guide the university in recognizing what it can and cannot do. The following areas should be considered when analyzing the internal resources:

a) Students

b) Faculty

c) Curriculum

d) Academic support

e) Research

f) Capital support

g) Financial resources

Each area will have at least one campus expert and it is important that this person work closely with the president to ensure adequate resources to achieve the university mission.

II. ANALYZE ENVIRONMENTS

B. Evaluate Internal Environment - Internal Strengths and Weaknesses

To complete the evaluation of the internal environment, identify its strengths and weaknesses. Once these are pinpointed, modification of existing resources and goals is possible.

All internal aspects of the university, from faculty to students to the administration, should be critically evaluated at this point. This exercise allows you to identify any aspects or areas of the university that may hinder achievement of stated goals and mission.

II. ANALYZE ENVIRONMENTS

C. Synthesize Internal and External Environments with University Mission

The interaction of internal resources, internal strengths and weaknesses, external opportunities and threats, and the university mission should be evaluated. Matching these four points should indicate any deficiency within the university that may prevent the attainment of university goals. External threats must be recognized and acted upon to ensure a solid plan.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals

Using the information gained through the analysis of internal and external environments, and internal strengths and weaknesses, formulate input goals for incoming students which are consistent with the institution's mission and purposes. These goals should center on the characteristics desired in incoming students and on knowing as much as possible about these students in order to make a positive difference in their lives.

Admission requirements are very important in the assessment of education. By selecting students whom it can help the greatest, the university enhances the quality of the education it offers. Admission data also provides the base for a good assessment model due to the large database that can easily be compiled.

In an attempt to know as much as possible about its students, the university should assess incoming students in many areas. In order to provide for the students' educational needs and life in general, a large database on the student population is necessary. With this information, individual students and the entire student body will receive the support and help in the areas in which assistance is required.

The information for each student, much of which is supplied by the American College Testing Program, allows the Value-Added Model of Assessment to become part of the learning process. With Value-Added, the progress of the student can be assessed and the university is assessed as well. With these capabilities, Value-added has become an important factor in strategic planning as it enables progress in quality measures to be measured quantitatively.

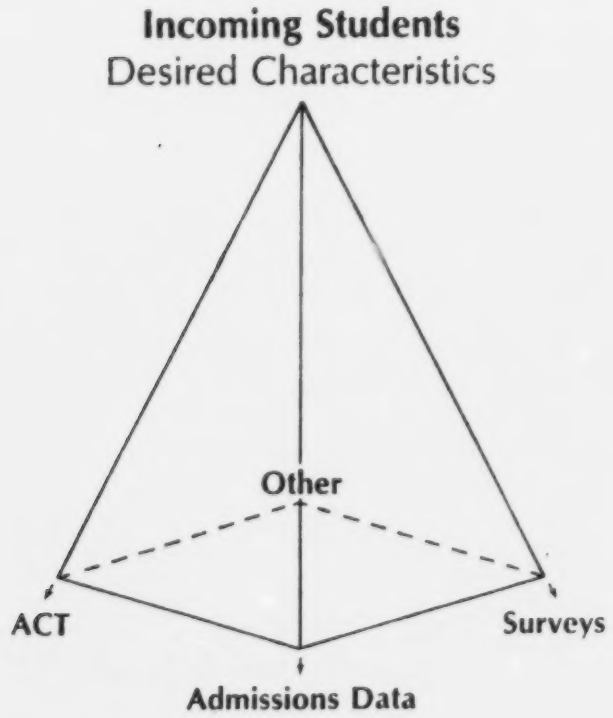
III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Incoming Students (Indicators)

The information in the student database at Northeast consists of (1) demographic data, (2) high school performance, (3) testing data, and (4) Survey data. Assessing incoming students in these areas provides a basis for comparison, thus providing useful data on improvement in both the student and university. Using multiple measures (triangulation) to define the incoming student provides greater validity.

TRIANGULATION

(using multiple measurement techniques)



III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Incoming Students (Indicators)
Survey Data

Current FY: 1986

The Summer Orientation Student Survey provides information on how the student perceives various aspects of the university and other information as well. With this knowledge, Northeast can evaluate itself to see if any aspect of the institution needs modification. This information allows the university to meet its goal of achieving a quality of education that is recognized and appreciated.

	Current FY 1986	1987	1988	1989	1990	1991
Summer Orientation Student Survey						
High quality programs						
Selective admission						
Accessible						
Diverse programs						
Good faculty						
Good library						
Good facilities						

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Incoming Students (Indicators)
Ability Characteristics

Current FY: 1986

Desired goals relative to first-time freshmen enrollees include diversity of background and viewpoints, intellectual ability necessary to achieve, curiosity for learning, and attitudes conducive to positive growth.

	Current FY* 1986	1987	1988	1989	1990	1991
Total number						
ACT						
Total # with ACT						
Average Score						
% 0-39%ile						
% 40-49%ile						
% 50-74%ile						
% 75-99%ile						
% not available						
# 0-39%ile						
# 40-49%ile						
# 50-74%ile						
# 75-99%ile						
# not available						
H.S. RANK						
Total # with H.S. Rank						
Average Rank						
% 0-39%ile						
% 40-49%ile						
% 50-79%ile						
% 80-99%ile						
% not available						
# 0-39%ile						
# 40-49%ile						
# 50-79%ile						
# 80-99%ile						
# not available						

*Sources:
ACT from Student Migration Report print-out SRXYE0
Average High School Rank from print-out SRXYQ5
High School Rank deciles from print-out SRPRL8

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Incoming Students (Indicators)
Demographic Data

Current FY: 1986

Desired goals relative to first-time freshmen enrollees include diversity of background and viewpoints, the intellectual ability necessary to achieve, a curiosity for learning, and attitudes conducive to positive growth.

	Current FY* 1986	1987	1988	1989	1990	1991
Total number						
ORIGIN						
% Northern Mo.						
% Southern Mo.						
% St. Louis						
% Kansas City						
% Other States						
% International						
# Northern Mo.						
# Southern Mo.						
# St. Louis						
# Kansas City						
# Other States						
# International						
SEX						
% Male						
% Female						
# Male						
# Females						

*Sources:
Sex and Origin from Student Migration Report print-out SRXYE0
** All other includes: Hispanic, Amer. Indian, Asian, and Pacific Islander

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Faculty

The faculty are key factors in achieving the defined mission, purposes, and input goals. Input goals for faculty must be determined, such as type, number, staffing pattern, positions available, retirements, resignations, promotions, tenure, and salary.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Curricula

Well-defined curriculum becomes the primary strategy for developing graduating students consistent with the university's stated philosophy and mission.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Academic Support Resources

Academic support areas represent a broad cross section of the campus. Adequate academic support resources are crucial in coping with changes, in implementing stated curricular goals, and in achieving student and faculty profile goals. They can add to, or detract from, the efficiency and efficacy of the university educational experience. The goals and objectives formulated for academic support resources must reflect the mission of the institution and be compatible with other goals.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Research

The research purposes of the institution must be clearly stated and must reflect the university mission. Planning should include long-range research goals, which specify research expectations, proposed research activities, and funding sources for research.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Capital Support

Appropriate and adequate capital support planning is strategic to accomplish stated institutional goals. A safe, well-equipped, and well maintained physical plant has the capacity to aid or hinder students, faculty, and staff in their educational endeavors. A well-planned capital needs projection can make the difference between a future with, or a future without, capital support.

III. IDENTIFY GOALS AND OBJECTIVES

A. Define University Input Goals - Financial Resources

Adequate financial resources are necessary to provide a top quality education to the the students. The university should allocate the available funds in such a way that will maximize cost efficiency as well as a provide a quality education. Goals should be set, funds allocated to specific areas, and improvements on the use of the funds continued throughout the planning period. The fees plan should be correlated with the financial resource plan to provide the funds needed to actively pursue the university mission.

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Enrolled Students

Goals for each enrolled student should focus on such things as achieving the student's full potential, as well as student satisfaction, involvement, and retention. Assessment allows the university to know how well it is accomplishing these goals with the use of testing data, attitudinal surveys, and other forms of quantitative data. Attitudes as well as performance on nationally normed tests are two good indicators of satisfaction outside of the classroom and satisfaction in the classroom.

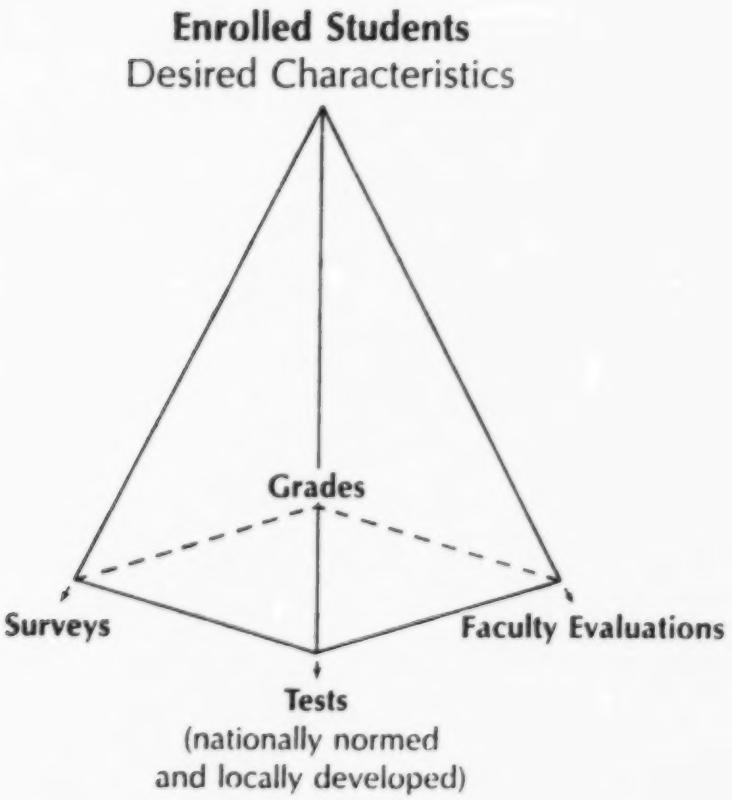
III. IDENTIFY GOALS AND OBJECTIVES

B. **Define University Outcomes Goals - Enrolled Students** (Indicators)

In order to know whether the outcome goals for enrolled students have been attained, certain indicators such as testing data, surveys, grades, faculty opinion, withdrawl data, etc. should be selected. The use of multiple measures (triangulation) to indicate the attainment of goals enhances credibility.

TRIANGULATION

(using multiple measurement techniques)



III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Enrolled Students (Indicators) **Grades and Faculty Opinion**

Grades are the faculty evaluation of a given student's performance in a given course. Combining this personal evaluation and faculty opinion of enrolled students with other trends and measurements provides additional support to decision-making in the planning process.

Grade Distribution

Current FY: 1986

	Current FY* 1986	1987	1988	1989	1990	1991
% A						
% B						
% C						
% D						
% F						
Cummulative GPA						

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Enrolled Students (Indicators)
Liberal Learning Outcomes - General Skills

Current FY: 1986

Enrolled students of the undergraduate programs who have achieved intellectually and have acquired skills of liberal learning, who feel high satisfaction with the liberal learning experiences at the university, and who are competent in different cultural, business, and other life settings will be prepared "not only for employment but also to live a full life" (Mission Statement).

	Current FY 1986	1987	1988	1989	1990	1991
ACHIEVEMENT						
Value-added: Composite Average Scores						
ACT Freshman						
ACT Sophomore						
COMP Freshman						
COMP Sophomore						
LIBERAL LEARNING OUTCOMES (Institutional Student Survey)						
Courses in general education						
Writing effectively						
Speaking effectively						
Recognizing rights, responsibilities & privileges as citizen						
Understanding & applying math						
Understanding & appreciating the arts						
Understanding & applying scientific principles & methods						
Understanding the interaction of man and the environment						
Learning on your own						
Ability to meet the responsibilities of citizenship						
Ability to identify values and respond ethically						

* Sources:
ACT Score Change Study -- print-out SRXYR9
COMP Test Value Added Analysis -- print-out SRXYN8
FY 1986 Institutional Student Survey (Weighted means reflect responses of enrolled students.)

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Graduating Students

Preparing each student to better cope with life is a goal of most institutions. A systematic plan for assessing graduates, and the empirical data the assessment provides, allows the university to verify the extent to which it is accomplishing this goal. Assessment can allow a university to know not only if their graduating students feel prepared for life, but also allows the university and its students to know how competent the graduates are. The goals set for graduating students drive the impact goals of the university, so it is important to set challenging yet achievable goals in the pursuit of excellence.

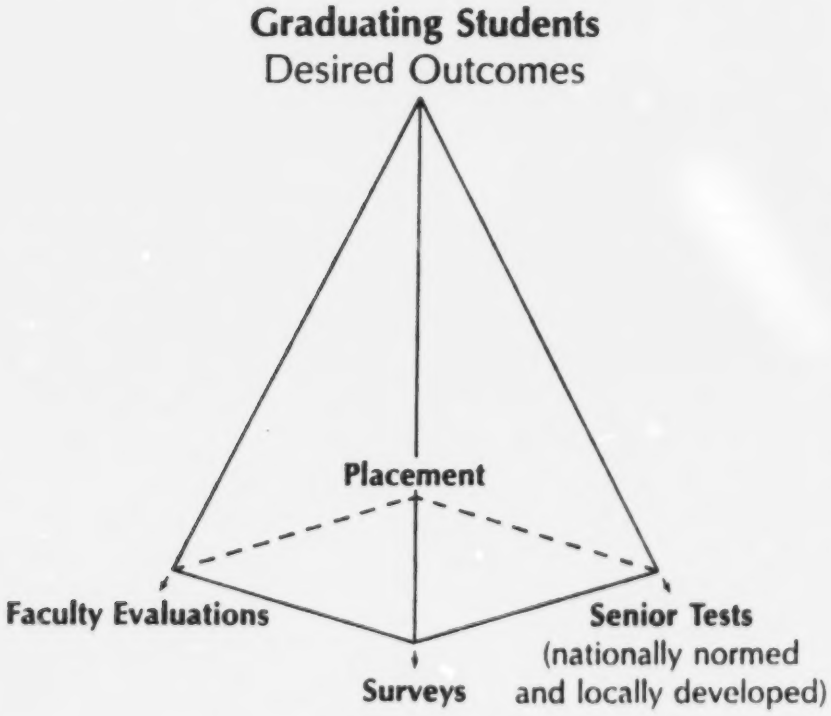
III. IDENTIFY GOALS AND OBJECTIVES

B. **Define University Outcomes Goals - Graduating Students** (Indicators)

Testing data, attitudinal surveys, faculty evaluations, grades, and placement data are some of the possible indicators of the attainment of graduating student outcome goals. The use of multiple measures supports the credibility of findings.

TRIANGULATION

(using multiple measurement techniques)



III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Graduating Students (Indicators) Grades Achieved and Faculty Evaluations

The interaction among faculty and students is one of the most important aspects of the university experience. The entire educational process relies on this relationship, making it important that a strong relationship exists. The grades received often reflect student attitudes toward faculty, while faculty evaluations rely on the communication with the student. Because of the importance of this faculty-student relationship, its evaluation should be included in the planning process as a means of improving student performance.

Grade Distribution

Current FY: 1986

	Current FY* 1986	1987	1988	1989	1990	1991
% A						
% B						
% C						
% D						
% F						
Cummulative GPA						

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Graduating Students (Indicators)
Specialized Learning Outcomes

Current FY: 1986

Graduates of the undergraduate programs who have been challenged personally and intellectually, who have demonstrated national competitiveness in their major field of endeavor, and who feel personally satisfied with their educational experiences will not only exhibit potential for successful and responsible adult living but will possess those qualities which contribute to enriched living, leadership positions, further education, and the betterment of society.

	Current FY 1986	1987	1988	1989	1990	1991
ACHIEVEMENT						
Senior Exam - (type)						
% above 50%ile						
Average %-ile						
SPECIALIZED LEARNING OUTCOMES						
(Graduating Student Questionnaire)						
Knowledge of --						
Subject matter and processes of major						
Issues and trends of major						
Theories pertinent to major						
Strategies to apply skills						
Management and organizational skills of major						
Ability to --						
Apply knowledge of the major						
Formulate plans and make applications						
Communicate ideas pertinent to the major						
Establish a productive environment						
Find information; interpret/apply findings in the major						

* Sources:
Analysis of Graduates -- print-out SRXYK9
FY 1985 Graduating Student Questionnaire (Weighted means in FY 1986 column reflects responses of graduating students.)

III. IDENTIFY GOALS AND OBJECTIVES

B. **Define University Outcomes Goals - Graduating Students** (Indicators)
Attitudinal Outcomes

Current FY: 1986

Graduates of the undergraduate programs who have acquired attitudes of satisfaction, self-esteem, and self-worth regarding their university experiences and achievements will possess the readiness to accept the challenges of responsible adult living.

	Current FY 1986	1987	1988	1989	1990	1991
LIBERAL EDUCATION ATTITUDES (Graduating Student Questionnaire)						
Improvement of leadership skills						
Leading/guiding others						
Persistence at difficult tasks						
Ability to respond to people of different backgrounds						
Believing that learning is a life-long process						
Respecting the uniqueness and worth of each individual						
Accepting responsibility of preparing for the future						
Confidence in your personal competence						
Independent, self-reliant						
Adaptable, able to adjust to people and situations						
Skilled in solving problems						
Skilled in communicating						
Competent culturally						
Competent socially						
Able to manage emotions						
Understanding of own abilities, interests, and personality						

* Source: FY 1985 Graduating Student Questionnaire (Weighted means in FY 198 column reflect responses of graduating students.)

III. IDENTIFY GOALS AND OBJECTIVES

B. **Define University Outcomes Goals - Graduating Students** (Indicators) **Placement and Post-Graduate Behavior Outcomes**

Current FY: 1986

Other outcomes which are desired in the bachelor degree recipients of the university are the following.

	Current FY 1986	1987	1988	1989	1990	1991
# of Graduates						
# Available for Placement						
% Total Placed						
# Total Placed						
% to Graduate School						
# to Graduate School						
% of Career Entries						
# of Career Entries						
% of Senior Projects						
# of Senior Projects						
% Engaged in research						
# Engaged in research						
Average "Time on task" per week (in hours)						
PERSISTENCE RATE						
Total # Fall Freshmen	F'82	F'83	F'84	F'85	F'86	F'87
% Completion						
# Completion						
% Still Enrolled						
# Still Enrolled						
% Withdrew						
# Withdrew						

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Graduating Students (Indicators) Demographic/Ability Characteristics

Current FY: 1986

Graduates of the undergraduate programs who are characterized by sufficient intellectual ability and who have experienced the richness of diversity will more readily exhibit personal confidence in their ability to accomplish their goals in life.

	Current FY 1986	1987	1988	1989	1990	1991
Total number						
ACT						
ACT Entrance Avg. Score						
H. S. RANK						
Avg. Rank (%-ile)						
ORIGIN						
% Northern Mo.						
% Southern Mo.						
% St. Louis						
% Kansas City						
% Other states						
% International						
# Northern Mo.						
# Southern Mo.						
# St. Louis						
# Kansas City						
# Other states						
# International						
SEX						
% Male						
% Female						
# Males						
# Females						

*Sources:
Student Migration Report print-out SRXYEO
Analysis of Graduates - print-out SRXYK9

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Alumni

Alumni and their achievement reflect university experiences and validate the success, strengths and weaknesses of those experiences. By setting goals for the university and its alumni and stiving to attain these goals, the university will maintain a dynamically improving environment. It is important that alumni remain satisfied with their education and how well the university prepared them for life in general.

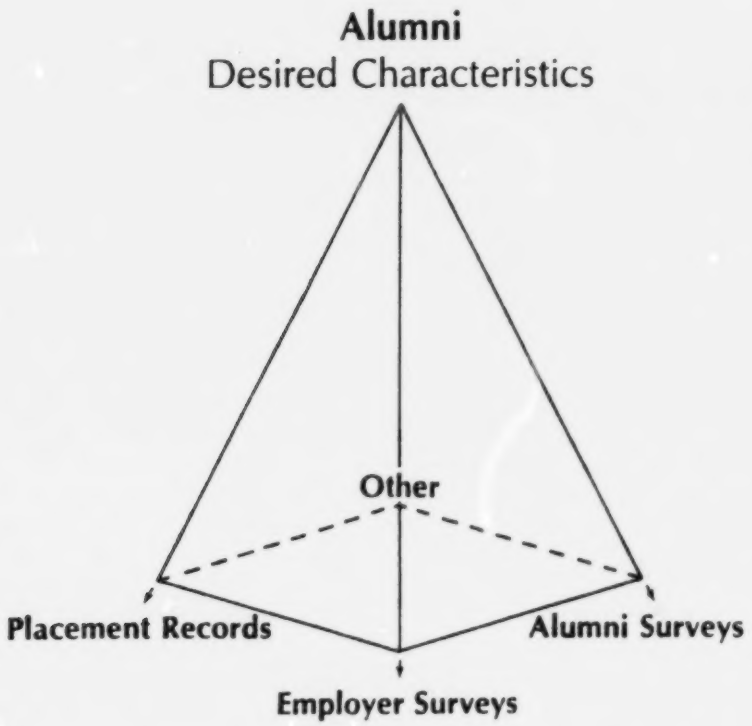
III. IDENTIFY GOALS AND OBJECTIVES

B. **Define University Outcomes Goals - Alumni** (Indicators)

Alumni surveys, surveys of employers, placement records, further degree attainment are some indicators which can be used in ascertaining the reaching of goals. Using multiple measures enhances credibility.

TRIANGULATION

(using multiple measurement techniques)



III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Alumni (Indicators)
Employer Survey Data

Current FY: 1986

The Survey of Employers is currently sent to the employers of teacher/educati majors. It is a goal of the university to include to all employers in all areas

	Current FY 1986	1987	1988	1989	1990	1991
LIBERAL EDUCATION ATTITUDES (A Survey of Employers)						
Demonstrates knowledge of subject matter						
Works effectively within departmental guidelines						
Communicates effectively						
Evaluates effectively						
Responds to students						
Uses professional time carefully						
Promotes the study of value systems						
Gives evidence of on-going professional growth						

III. IDENTIFY GOALS AND OBJECTIVES

B. Define University Outcomes Goals - Alumni
Alumni Survey Data

Current FY: 1986

The Survey of Employers is currently sent to the employers of teacher/education majors. It is a goal of the university include this to all employers in all areas

	Current FY 1986	1987	1988	1989	1990	1991
LIBERAL EDUCATION ATTITUDES (Alumni Survey)						
KNOWLEDGE OF						
Subject matter and processes of your specialty						
Issues and trends pertinent to your specialty						
Alternative strategies for applying skills of your specialty						
Management and organizational skills of your specialty						
Problem solving and decision making						
ABILITY TO						
Apply knowledge in defining problems						
Establish a productive environment on and off the job						
Communicate ideas clearly and effectively in correct English						
Find information: interpret and apply findings						
Identify values and respond ethically						
Meet responsibilities of citizenship						

III. IDENTIFY GOALS AND OBJECTIVES

C. Specify Objectives Required to Reach University Goals

Examples of objectives are the following:

1) Determine and apply admission standards
2) Use assessment tools to evaluate curriculum, student learning, services, quality of instruction
3) Monitor student improvement through sophomore and senior tests
4) Provide student with feedback to encourage self-improvement
5) Provide faculty with feedback to enable self-evaluation and stimulate thought
6) Direct attention and funds towards improving society through research
7) Produce a university environment in which student needs are satisfied
8) Encourage intellectual thought and discussion
9) Stimulate pride in academic achievement
10) Give students self respect by respecting them
11) Convey the importance of knowledge to students
12) Improve the quality of instruction the students receive

IV. ARTICULATE HOPES AND DREAMS FOR THE FUTURE

Articulating ideals for the future will help the university planners understand the full impact of their stated goals and mission. By visualizing the achievement of every objective with the greatest possible success, the planners can operate more enthusiastically and effectively.

V. FORMULATE POLICY

A. Modify Existing Policies

Modification of existing university policies may be necessary after the thorough evaluation of the university environment and the formulation of the new goals of the university.

V. FORMULATE POLICY

B. Delete Some Existing Policies

Through strategic planning, it may become obvious that existing policies are no longer relevant to the environment or the university's new goals. At this time it is important that these policies be removed and new policies that are characteristic of new goals be adopted.

V. FORMULATE POLICY

C. Retain Some Existing Policies

If the university's previous strategic planning accurately evaluated the environment, and if the university mission has not changed, many of the existing policies may remain the same and be adopted as new policies. The number of policies that are retained is descriptive of how well strategic planning has been done in the past.

V. FORMULATE POLICY

D. Add New Policies

New policies are sometimes necessary when the university mission has been modified or drastic changes are predicted in the university environment. The new policies should be strongly supported by the information gained through the planning process.

VI. EVALUATE THE PLAN

A. Develop Procedures For Periodical Evaluation

Guidelines should be established to evaluate the planning process. Evaluation is one of the most critical steps in the planning process because it will show what, if any, changes have occurred during the planning process. Without a set of procedures to follow and specific indicators to monitor achievement, the planning process will not be effective. Be specific in the evaluation plan. Be prepared for unexpected results, so that action can be taken quickly to correct any deviation. The evaluation plan should be incremental in nature, taking one period (biennial or annual)at a time, with specific goals for each period.

VI. EVALUATE THE PLAN

B. Monitor Efficiency

Are resources applied in such a way that benefits are maximized and costs minimized? That question must be considered throughout the planning period. This should be done at very regular (monthly) intervals and considered before every major use of university funds. It is important that as many funds and resources as possible remain available for improvements in the academics at the university.

VI. EVALUATE THE PLAN

C. Evaluate Effectiveness

Is the university graduating the type of student that it wants to? Are the students learning what they need to learn? The university should be aware of any differences between the type of student it is graduating and the type of student it wishes to graduate. Differences will point out deficiencies within the university or within the planning document itself.

VI. EVALUATE THE PLAN

D. Assess Progress Towards Goals and Objectives

Monitoring changes in indicators of achievement will allow the university to make adjustments in policy or the in the indicators themselves. It is not sufficient to just know if your data indicators are changing; the university must know why they are changing the way they are, whether the changes reflect university actions, and what changes may be expected in the future.

VI. EVALUATE THE PLAN

E. Examine Unplanned and Undesirable Effects

At times the university may experience unexpected effects as a result of their planning process. If the university is not aware of possible undesirable effects and is not prepared to deal with them, the planning document may actually cause it to reach none of the stated goals. Recognition of undesirable effects is the first step, but once they have been recognized the university needs to adjust the plan. Different methods may be implemented that will not cause the undesirable result, or the university may offset such effects through retaliatory actions.

VI. EVALUATE THE PLAN

F. Estimate Impact of Action Taken Versus External Forces

Have the university actions been neutralized, amplified, or reduced by external forces? Did the university correctly foresee external threats? The university should periodically see if an uncontrollable external force is threatening to hinder its plans in any way. Anticipating such threats will allow the university to be prepared to fulfill its commitment as set forth in its planning documents.